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17. ABSTRACT (MAX. 250 WORDS) Planned for students with an exceptionally high potential, the Duarte Unified School District offered special opportunities to develop greater self-direction, confidence, personal responsibility, and a degree of skill in all areas of the curriculum that were relative to the students' abilities.

The selection of students should be based on an individual test, a score at or above the 98th percentile on a group test of mental ability or reading and mathematics achievement, and the judgements of teachers, psychologists and school administrators.

Some of the characteristics of the gifted include a keen power of observation, retentiveness, verbal proficiency, and the power of critical thinking. These children were slightly heavier and taller, and they have a keener sense of humor. Negative traits were boredom, impatience, and non-conformity.

In the elementary school, children with high achievement potential were put into regular classrooms. Consultant help will be available for planning curriculum experiences as well as books and other materials. The junior high school students will be encouraged to do depth studies to read, to utilize discussions, and to do oral, and visual reports. There should be a close working relationship between students and their own teachers. Classroom enrichment activities should be planned by the regular teacher. In high school, a strong program in English and social studies should be used, with advance work in science and college math. There should also be a broadening program of leadership training for the students to emphasize communication skills. The students should be encouraged to aid in a general enrichment program for regular student groups.

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PROGRAM FOR CHILDREN WITH HIGH ACHIEVEMENT POTENTIAL

DUARTE UNIFIED SCHOOL DISTRICT

1963-1964

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INTRODUCTION

To promote the maximum development of each student, the Duarte Unified School District has designed specialized instructional programs for those students who vary significantly from the average in achievement potential. Duarte's HAP program has been planned for students with an exceptionally high potential. Students in this group, normally consisting of approximately two per cent of the student body, are given special opportunities to develop greater self-direction, confidence, personal responsibility, and a degree of skill in all areas of the curriculum commensurate with their abilities. A small portion of the cost of providing specialized instructional programs for HAP students is financed by the State of California; the larger share of the program, however, is underwritten by a Board of Education that believes students with exceptional talents should be given every opportunity to gain maximum development of their individual abilities. The program described on the following pages has been designed to work toward this objective.

E. Maylon Drake
Superintendent

IDENTIFICATION AND SELECTION

The selection of students for inclusion in the program for children with high achievement potential is based on:

A score on an individual test, such as the Revised Stanford-Benet Scale, representing an intelligence quotient of 130 or above.

A score at or above the 98th percentile on a group test of mental ability and a score at or above the 98th percentile on a standardized test of reading achievement or arithmetic achievement.

The judgments of teachers, psychologists, and school administrators and supervisors who are familiar with the minors, provided that not more than 3% of the pupils claimed shall be identified on such judgments alone.

CHARACTERISTICS OF THE GIFTED STUDENT

The education of all children is directed toward the maximum development of the best potentialities of the individual. Since the high achievement potential program is concerned with the gifted youngsters of the Duarte Unified School District, what are the maximum potentialities of these children? What are the ways in which gifted children differ to some degree from other children? And, what does this mean as far as adaptations in teaching are concerned? And, what significance do the characteristics of gifted pupils have for the HAP instructional program?

The following characteristics of gifted youngsters are presented so the teacher may plan the instructional program in a manner to develop the strengths and minimize the weaknesses of students involved.

Intellectual Characteristics

Keen power of observation with a willingness to examine the unusual.

An interest in cause-effect relationship with the power of abstraction, conceptualization, and synthesis. A questioning attitude and a difficulty in accepting the illogical.

A liking for structure and order as shown in interests in value systems, number systems, clocks, and calendars.

Retentiveness makes it possible for gifted children to retain material easily if there is understanding. This is related to a dislike for drill and routine.

Verbal proficiency with its accompanying factors of a large vocabulary, facility in expression, interest in reading. This verbal proficiency may have to be channeled into concrete ideas and concepts to avoid vague and lengthy ramblings.

A questioning attitude which makes it important that the gifted pupil see some reason for the activity in which he is involved.

The power of critical thinking.

CHARACTERISTICS OF THE GIFTED STUDENT (continued)

A creativeness and inventiveness for which individual projects provide opportunities to use originality and initiative.

The power of concentration which accounts for the ability to persist until a project is completed.

Persistent, goal-directed behavior which makes him capable of follow-through and an intense kind of effort. This is a latent quality, as are many of the others, and must be developed as part of the HAP program.

Sensitivity, an awareness of what is going on around him, which tends to make the gifted child have need for more social support and peer acceptance.

High energy, alertness, eagerness.

Independence in work and study.

Versatility and virtuosity.

Friendliness and outgoingness which cause him to relate well to other people.

Physical Characteristics

Slightly heavier and taller.

Somewhat stronger and healthier.

Free from nervous disorders.

More advanced in ossification of bones.

Reach maturity (physical) at an earlier median age.

Social Traits

Keener sense of humor.

Courteous and cooperative.

Superior power to take self-criticism.

Receives more opportunity for leadership.

Trustworthy.

Some Sources of Difficulty in Gifted Children

Lack of teacher recognition of superiority resulting in antagonisms toward school.

Lack of parental recognition of superiority resulting in lack of stimulation.

Superiority over available associates so marked that social adjustment is difficult.

CHARACTERISTICS OF THE GIFTED STUDENT (continued)

Development of poor work habits because of lack of stimulation in class work.

Undesirable interests because of lack of guidance.

Development of inferiority feelings because child's interests are not recognized by the group.

One-sided personality development because of lack of normal social activities.

Negative Traits of Gifted Students

These particular traits may or may not be present in one individual, but they have been noted in some.

Boredom without outer cause.

Impatience with slower children.

Strong curricular likes and dislikes.

Non-conformity to group.

Intolerance of opinion and rights of others.

Introversion, timidity, and excessive fear of failure.

Extraversion and over-aggressiveness.

ELEMENTARY ORGANIZATION PLAN

HAP youngsters shall be clustered in one classroom at each grade level.(4,5,6)

Included in the classroom will be some other youngsters of high ability judged by tests, teacher opinion, and records.

Grouping will be guided by Duarte Unified School District policy as presented in the Handbook for Teachers. The 6 or 7 point scale, or a 5 point scale currently used in several schools for grouping should be used.

Consultant help will be available for planning curriculum experiences commensurate with the ability and interest of the children. Books and other materials to be used to expand and broaden the children's learning experiences will be made available.

An interest inventory test will be given to HAP youngsters to help guide teachers in planning activities for these children.

JUNIOR HIGH SCHOOL PLAN

HAP students will regularly be encouraged to do depth studies and readings in selected fields utilizing skills such as discriminatory reading, research, sources, composition and illustration of reports. These will culminate in discussions, oral and/or visual reports or demonstrations. The initial

JUNIOR HIGH SCHOOL PLAN (continued)

assignment will call for a close working relationship between students and their own teachers. They will be called together in seminar meetings to discuss their findings in several meetings during the school year.

This plan will be in addition to classroom enrichment activities planned by the regular teacher.

HIGH SCHOOL PLAN

Duarte High School has initiated activity in the HAP program through identification procedures and enrichment efforts. A strong MCL program in English and social studies has been developed, advance work in science and college math is also under way.

Duarte High projects a broadening program of leadership training for this group emphasizing communication skills. This will be heightened by direct experience in giving speeches, essay work and seminar activity involving community and area resource people.

Special research will be conducted in the social studies area emphasizing economic understanding and political science. Literature seminars on the world's great books will be initiated. Science, math, foreign language and fine arts workshops are projected. Again community and area resource specialists will be invited to participate.

The HAP student will also be encouraged to aid in a general enrichment program for regular student groups through special reporting situations and possibly some tutorial service. In this manner it is anticipated they will develop a greater sense of cooperation, responsibility and tolerance for students of lesser ability.

It is also hoped that our HAP students will explore more freely the opportunities under the Advanced Placement Program.

CURRICULAR ORGANIZATION

The following are general curricular considerations:

Keep the program flexible and free from restrictive course outlines, expected outcomes, etc. (Both teacher and student must feel this freedom.)

Utilize enrichment as a primary means of proceeding beyond the limits of the regular program in subject areas.

Provide a program that emphasizes both breadth and depth of experience and probably beyond the interest and ability of average students.

Procure materials and aids to provide experiences which will enable each child to approach realization of his own capacity.

Constantly keep in view the objectives of the program.

Make certain the projects used are within the limits of the student's capabilities.

CRITERIA FOR SELECTING ENRICHMENT ACTIVITIES

Not every activity planned for or selected by the high achievement potential child will meet all these requirements.

Does the activity encourage thinking and present a challenge?

Does the activity present an unfolding and widening experience?

Is the activity appropriate to his interest and needs?

Does the teacher have time and ability to cope with the activity? If not, can someone else furnish leadership?

Will it afford opportunities for the academic skills to function?

Will it teach useful skills or practical information (or) will it foster the development of a well-rounded person?

Does the activity encourage creative expression and develop initiative?

Will it permit the high achievement potential child to work at his own pace?

Does the activity provide for both independent and group endeavor?

Will it offer a variety of experiences?

Will it allow the child to make a real contribution to the class?

Does it show promise of creating new interests, new activities, new avenues of learning?

SUGGESTED ENRICHMENT ACTIVITIES

These activities are intended as an aid to teachers in providing an enriched program.

Language Arts and Reading

Individualized Reading (See Duarte Unified School District guides in reading.)

Creative Writing and Oral Expression
- Poetry, essays, plays, skits, etc.
- Develop an appreciation for words as tools of expression.
- Expand vocabulary through reading and discussion.

Literature
- Know the classics. (Tom Sawyer, Little Women, etc.)
- Learn to recognize general format and literary style.
- Distinguish between abridged and unabridged versions of books.
- Become acquainted with books translated into English from other languages. (Bambi, Pinnochio, Swiss Family Robinson, etc.)
- Learn to know difference between fables, folk lore, and fairy tales.

SUGGESTED ENRICHMENT ACTIVITIES (continued)

Reference and Study Skills

The ability to utilize many sources or materials should lead toward an extended vocabulary, an ability to analyze data as to content and pertinency, and insight in differentiating fact and opinion.

Materials:

Dictionaries	World Atlas
Encyclopedia	World Almanac
Reader's Guide	Reference books
Indexing Systems	Maps
Thesaurus	Globes
Current news media	Charts

Spelling

World lists
Vocabulary development
Root words
Derivatives, French, Latin, etc.
Prefixes and suffixes
Synonyms, antonyms, homonyms
Rhyming words

Science

Many current science interests may be developed as a group or individual project. A science center may stimulate interest and should provide materials for experimentation. The understanding and development of scientific method should be a prime concern of the science activities. It is essential that the scientist as a person be of concern to the HAP youngster. The attitude, ideals, development, and interests of the scientist should be understood by the children.

Special Fields

Students should have an understanding of the scope of each of the major scientific fields and should be able to relate the specific classifications to hobbies, projects, and interests.

Geography - Study of the earth
Astronomy - Study of celestial bodies
Geology - Study of the earth through rocks
Meteorology - Study of weather
Chemistry - Study of the composition of substances
Physics - Study of natural phenomena
Botany - Study of plants
Zoology - Study of animals
  Entemology - insects
  Ornithology - birds
  Conchology - shells and mollusks
Paleontology - Study of past life, fossils, etc.
Physiology - Study of animal vital processes
Ethnology - Comparative cultures of peoples
Archaeology - Study of man's past life
Bacteriology - Study of bacteria, microscopy

SUGGESTED ENRICHMENT ACTIVITIES (continued)

Mathematics

In addition to the development of competency in arithmetical computation, some consideration should be given to other aspects of the science of arithmetic. This study might include:

- History of numbers
- Understanding of the nature of the numerical system
- Other number systems
- Measuring devices (moving scales, slide rule, etc.)
- Formulae
- Other forms of arithmetic presentation (scale, graph, etc.)
- Measuring systems other than ours
- Use of protractors, compass, sextant, etc., to lead pupil to discovery of other laws of math
- Computer operation principles

Social Studies

Group and individual research projects contribute much in this area. Much of the subject matter studied in the other areas can by synthesized in this subject area. Use of graphs, time lines, reference and research techniques, scientific data, etc. can be applied in projects. As in other areas, group activities can be expanded and continued on an individual basis as interest is developed.

Group Activity

The appreciation of our American heritage, which is of such great importance, can be developed in a study in depth of our history, study of our form of government and how it operates, the history of our nation and its various ethnic groups, the election process, a global study involving longitude and latitude, time zones, map study of scale and legend, current events and their implications for youth and the people of our nation and the world.

Individual Activity

History of various countries, past, present, and ancient; comparative studies of explorations; stamps and coins; famous people, national and international; various media of communication, etc.

Art and Music

The study of art and music consists of a development of an appreciation of these areas. Competency in performance cannot be the concern of the HAP program. Of course, through a development of appreciation for these arts, a latent ability or talent can be encouraged for outside development of musical or artistic competency. Some music and art performance may be incorporated in individual research projects.

Group Activity

Music listening and discussion of various kinds of music, study of the history of music, study of various schools and styles of art, awareness of art in everyday life, etc.

Individual Activity

Study of primitive music, specific composers, specific artists, development of an art collection, etc.

EVALUATION

Evaluative procedures should be discussed and planned as objectives and instructional procedures are implemented.

Techniques for evaluating pupil growth:

Evaluation through Tests

Standardized intelligence and achievement tests help to determine scholastic capacity and achievement in basic skills. Achievement testing at regular intervals enables the teacher to obtain a measure of growth in specific areas.

Evaluation through Class Work

Analysis of classroom performance, as well as samples of work, provides specific and concrete evidence of pupil growth and needs, and helps to provide incentive for self-improvement.

Evaluation through Pupil Self-Appraisal

This has special importance for gifted pupils. Participation in the formulation of specific goals and the evaluation of progress provide meaning to the pupil evaluative procedures. Self-appraisal by pupils can provide an important basis for evaluating progress. A pupil-teacher interview is a valuable technique in evaluating progress in all areas of pupil growth.

Evaluation through Teacher Observation

The teacher is the key person in evaluating pupil growth; teacher judgment supplements other methods of evaluation. The efficiency of teacher observation, which is basic to other guidance techniques, is increased by recording observations and the use of checklists and rating scales. In evaluating growth, the teacher will attempt to determine for each pupil:

Progress in terms of expected goals.
Necessary plans to attain goals.
Method of evaluating progress.

Evaluating through Parent Reaction

Special efforts should be made to assure good communications with parents of HAP children.

Evaluation must be carried on continuously, since the primary justification of the program is in terms of children's growth.

PRINCIPAL'S RESPONSIBILITY

The ultimate success of the program for children with high achievement potential in each school rests with the principal. In implementing the program, the principal should:

Be responsible for the administration of the program within the building.

Interpret the program to all staff members.

Help with selection of the teacher.

Encourage teachers to share successful experiences with other teachers.

Make available materials.

Consult with the parent of each child in the program to acquaint and orientate him and gain the consent and ultimate understanding and cooperation of the home.

TEACHER'S RESPONSIBILITY

The teacher is asked to devote sufficient time and effort to insure that the objectives of the program are realized. In so doing he will:

Know each student as an individual.

Give careful attention to best interests of the student.

Provide stimulating and challenging experiences.

Encourage and develop leadership.

Expect and encourage high standards of work.

Recognize and encourage special talents.

Expect mastery of basic skills.

Provide for effective individual and group evaluation.

RELATIONSHIP OF HOME AND SCHOOL

Teacher and parent encourage:

Home discussions relating to school experiences.

Extension of research activities into home experiences.

Development of a well-rounded personality:
- Appropriate social contacts.
- Many varied interests and activities.

Parental interest and guidance:

Extend experiences.

Encourage library reading.

Provide interesting and appropriate current news material.